

# Stakeholder Podcast (25 Points)

GWS 400, Fall 2014

## Syllabus Description

**Stakeholder Podcast (25 Points):** Pairs of students will be required to conduct interviews with borderlands stakeholders on an issue of their mutual interest. Their interviewee will be selected and recruited in consultation with the instructor who will also assist in drafting questions to be asked. Students will edit the interview into a podcast (25-30 minutes) and make it available to the class with questions for discussion. All students will be required to provide commentary on podcasts made by other students through our class discussion board. The creators of the podcast will then respond to these commentaries in a thoughtful way.

## Objectives

1. To bring voices and viewpoints of key stakeholders into the class through audio podcasts.
2. To introduce students to the techniques used to create podcasts.
3. To continue to build community among students in the class.
4. To allow students to explore other topics related to the course not covered on the syllabus.

## KEY POINT

While it may be more difficult, it is often more interesting to reach out to voices of those who usually are not heard in debates about the borderlands. For instance, a female member of the Minutemen or a female border patrol officer, or someone who works at one of the national parks/monuments along the border, might have a very interesting perspective. You might consider interviewing someone you know who has an informed perspective on these issues, such as a day laborer, a landscaper, or a service worker. Of course, such interviews need to be done in an ethical and sensitive manner. I'll be happy to chat with you about the ethical and cultural issues that might arise.

## Instructions

**Step 1.** Brainstorm about possible topics that you are passionate about that deal with gender, violence, and justice in the borderlands. It will help to browse through the syllabus and course readings. You might also want to search for ideas through Arizona and Sonora newspapers, or by looking for syllabi of similar courses on the web. Also, you could search on Academic Search Premier or other databases on the library website.

**Step 2.** Post information about yourself and your interests on the class discussion board. Engage with other students about their interests. Why are they interested in specific topics? Could they explain more what they are thinking about? Do they know of anyone specific to interview?

**Step 3.** Due September 20. You should be paired up with another student in class with similar interests, and, **in consultation with the Instructor**, you should have decided upon an interviewee. It is best if you have received an agreement to participate from the interviewee by this time.

**Step 4.** Search the web and engage in a discussion on the Podcast Techniques Discussion Board on D2L to learn from other students and the Instructor how best to create and edit a podcast.

**Step 5.** Due October 1. Conduct research on your topic of interest and your interviewee. Decide on a set of informed questions for your interviewee and have them approved by the Instructor. NOTE: we will probably need to go through two or three drafts of questions before they are finalized. **We will probably also need to discuss ethical and cultural issues!**

**Step 6.** Conduct the interview! Be sure to offer to send the final product to your interviewee.

**Step 7.** Edit the podcast.

**Step 8.** Due October 18! Post your podcast on D2L in the appropriate place created by the Instructor along with questions for possible class discussion.

**Step 9.** The Instructor will split students up as to whose podcasts they will listen to and provide informed commentary using D2L.

**Step 10.** Due October 30! Pairs of students will respond to the commentary provided by other students using D2L. Share your podcast and the commentary with your interviewee if desired.